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ABSTRACT

This report of the Proceedings of an international congress to mark the 30th anniversary of the Associated Schools Project of UNESCO is divided into seven sections. Section I, an introduction, outlines the background of the congress and initial proceedings: the opening address, election of officers, presentation of the program and rules of procedure, appointment of Commission officers, and inaugural ceremony. Section II summarizes five papers that described the activities of the Associated Schools Project in Belgium, Japan, Zambia, Hungary, and Costa Rica. Section III outlines the role of the Associated Schools Project in implementing the 1974 recommendations concerning education for international understanding, cooperation and peace, and peace and education relating to human rights and fundamental freedoms. A round table discussion on the Interregional Experimental Project on the Study of Contemporary World Problems is summarized in section IV. Section V outlines conference discussion of a five-year strategy (1984-89) to further develop the Associated Schools Project. Section VI makes a brief statement about field visits conducted to associated schools in Bulgaria and section VII discusses the choice of an Associated Schools Project emblem. Appendices contain a list of conference attendees, texts of two addresses, recommendations adopted by the conference, reports of the regional working groups, and the emblem of the Associated School Project. (LP)

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Sofia, Bulgaria
12-16 September 1983

FINAL REPORT

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UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

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APPEAL

'We, the participants from sixty-nine Member States of Unesco, believe that over a period of thirty years, the Associated Schools Project, while contributing to the realization of the high ideals of the Organization, has successfully achieved the objectives and fulfilled the tasks for which it was created. The seeds sown in the hearts and minds of children and young people have already yielded fruit in the deeds of adults.

We call upon all Member States:

to assist the development of the Associated Schools Project so that it encompasses all Member States and all types and levels of education, and to co-operate in making known, within their own education systems, the constructive experience amassed by the Associated Schools in the field of international education;

to direct the activities of the Associated Schools even more firmly in compliance with Unesco decisions and documents, in particular the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms;

to promote and intensify contacts between the Associated Schools and Unesco Clubs in all countries and regions so that they can attain their noble objectives, which are the objectives of Unesco for a better world, a world of peace and prosperity for all peoples.'

I

INTRODUCTION

1. The International Congress to mark the thirtieth anniversary of the Associated Schools Project was convened in pursuance of paragraph 5(d) of resolution 1/01 adopted by the General Conference at its twenty-first session and in accordance with the work plan appearing in the Approved Programme and Budget for 1981-1983 (21 C/5, para. 1076). The International Congress was held in the Ludmila Zhivkova National Palace of Culture in Sofia, Bulgaria, from 12 to 16 September 1983, at the invitation of the People's Republic of Bulgaria.

2. The International Congress followed on from:

(i) regional meetings (in Sofia, Bulgaria, in 1979, in San José, Costa Rica, in 1981 and in Espoo, Finland, in 1982) on the implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, adopted in 1974 by the General Conference of Unesco at its eighteenth session;[1]

(ii) a number of national and regional seminars and meetings organized to evaluate the progress of the Associated Schools (in Dakar, Senegal, in 1981; in Seoul, Republic of Korea, in 1981; in Bucaramanga, Colombia, in 1982; and in Mauerbach, Austria, in 1983);

(iii) the International Meeting of Experts on the Evaluation and Development of the Associated Schools Project on Education for International Co-operation and Peace, held in Paris in September 1980; and

(iv) the Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, with a view to developing a climate of opinion favourable to the strengthening of security and disarmament, held in Paris in April 1983. The International Congress was invited to review the development of the Unesco Associated Schools Project over the past thirty years, to re-examine the role of the Associated Schools in implementing the 1974 Recommendation and to draw up guidelines for the future development of the Associated Schools Project in keeping with the needs and wishes of the different regions of the world. The above-mentioned Intergovernmental Conference also proposed, in Recommendation No. 16,[2] that the Associated Schools Project should be strengthened and reinforced to enable it to contribute more effectively to the implementation of the 1974 Recommendation. It recommended that Member States should draw up policies for the development of the Project nationally, should encourage the setting up of national co-ordinating bodies and should provide financial, human and moral support to enable them to assume their role effectively. It also recommended that the Director-General should give support to the regional and international co-ordination of the Project.

3. Under Unesco's system for the classification of meetings, this International Congress came into category IV which covers meetings whose purpose is to facilitate an exchange of views among specialists in one of Unesco's spheres of interest. The conclusions of this meeting will be addressed to the Director-General, who will see that they are distributed to and used by the appropriate circles. The participants were accordingly invited to attend in a personal capacity.

4. The Congress was attended by 222 persons from 69 countries. They included 99 experts, invited by the Director-General in a personal capacity, and 127 persons attending as observers of Member States or as representatives of 5 international non-governmental organizations and 2 national liberation movements. Among the participants were national Associated Schools co-ordinators, Associated Schools principals and teachers and persons considered to be in a position to promote the Project in Member States not yet part of the scheme. The list of participants and observers is contained in Annex I.

Item 1 of the programme

OPENING OF THE CONGRESS

5. At the opening meeting, Mr Harold Foecke, the representative of the Director-General of Unesco thanked the Bulgarian authorities for

1. Which will be referred to in this report as the 1974 Recommendation.
2. See Annex IV.

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hosting this important Congress and for making all the necessary arrangements for its smooth running. After welcoming the participants, Mr Foecke outlined the development of the Associated Schools since 1953 and referred to the innovations made over the years concerning the methods, content and materials of international education. He stressed the importance of the implementation of the 1974 Recommendation and noted that the Associated Schools Project, initially restricted to secondary schools, had gradually been expanded to primary schools (including nursery schools), to technical and vocational schools and to teacher-training institutes.

6. Mr Foecke defined the two main objectives of the Congress as:

(i) to take stock of the activities of the Associated Schools Project during the last 30 years, and

(ii) to outline a medium-term strategy (1984-1989) for the strengthening of the Associated Schools Project and its adaptation to the needs and wishes of the different regions of the world.

7. On behalf of the Director-General of Unesco, Mr Foecke then declared the Congress open.

Item 2 of the programme

ELECTION OF THE PRESIDENT, VICE-PRESIDENTS AND RAPPORTEUR

8. The Congress elected the following officers:

President:

M. A. Fol
Ministry of Education (Bulgaria)

Vice-Presidents:

Mrs B. Navas de Iriarte (Colombia)

Miss M. O. Pukklanan (Thailand)

M. H. W. Risson (Federal Republic of Germany)

Rapporteur-General:

M. A. Murday (Mauritius)

9. Mr Fol thanked the participants for electing him President. He regarded the election as an honour for his country as well, which had always striven to promote international education, and he hoped that the Congress would achieve its objectives.

Item 3 of the programme

PRESENTATION OF THE PROGRAMME AND THE RULES OF PROCEDURE

10. The programme and the Rules of Procedure of the Congress were presented by Mr M. Kabatchenko (Unesco), the Congress Secretary. He also introduced the detailed programme of work, which included the selection by the participants of an emblem to be the symbol of the Associated Schools.

11. The Congress then decided to set up three Commissions to study in detail the numerous aspects relating to item 5 of the programme, entitled 'The role of the Associated Schools Project in implementing the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms'.

12. The following were chosen as officers of the Commissions:

Commission I:

President: Mrs E. de Zavaleta (Argentina)

Vice-President: Mr S. J. Sumanasekera Banda (Sri Lanka)

Rapporteur: Miss A. Kocjan (Poland)

Commission II:

President: Miss S. Junod (Switzerland)

Vice-President: Mr B. Coulibaly (Mauritania)

Rapporteur: Mr G. S. Diouf (Senegal)

Commission III:

President: Mr A. R. Abdel-Aziz (Egypt)

Vice-President: Mrs P. Anttila (Finland)

Rapporteur: Mr E. Baus (Ecuador)

Inaugural ceremony

13. At the inaugural ceremony, Mr G. Yordanov, Vice-President of the Council of Ministers of the People's Republic of Bulgaria, transmitted to the Congress a message of greetings from the President of the State Council of the People's Republic of Bulgaria, Mr Todor Zhivkov. The Director-General of Unesco, Mr Amadou-Mahtar M'Bow, addressed the participants who were gathered in the hall together with a large audience of Bulgarian officials, members of the Diplomatic Corps, teachers and students.

14. In his message, the President of the State Council welcomed the participants to the International Congress and wished them a pleasant stay in Sofia. He expressed his gratitude to the Director-General of Unesco for having given Bulgaria the honour of hosting such an important Congress and assured the participants of the respect of Bulgaria for the lofty ideals of Unesco. The Bulgarian Government whole-heartedly supported the efforts of Unesco to develop international understanding, co-operation and peace through education, science and culture. Those goals were in conformity with the policy and principles of the Bulgarian state and with the principles of the Helsinki Final Act and the United Nations Charter.

15. The Bulgarian Government firmly believed that every problem could be solved by negotiation. President Zhivkov declared in his

message that Bulgaria's great educational traditions and the experience gained from other countries were the foundation of Bulgaria's new social order and its education system, which catered to the needs of every member of society. Today, education at all levels was in reach of the whole of the school-age population in Bulgaria, and schools and institutions of higher education there were not only involved in imparting knowledge but were centres of artistic creation, humanistic training and education for international co-operation and peace. An example of this policy was provided by the 'banner of peace' movement and the Children's Assembly held in Bulgaria under the motto of 'Unity - Creativity - Beauty'.

16. The President of the State Council expressed the earnest hope that the Congress would result in a fruitful exchange of ideas, decisions and actions contributing to the attainment of the meeting's noble goals. (The text of the message is reproduced in Annex II.)

17. In his address, the Director-General of Unesco, Mr Amadou-Mahtar M'Bow, expressed his gratitude to the President of the State Council, Mr Zhivkov, and to the Government of the People's Republic of Bulgaria for agreeing to host the Congress in the National Palace of Culture in Sofia and for the very cordial welcome given to all participants. He extended a warm greeting to the participants from the many Member States and to the observers and representatives of international non-governmental organizations and national liberation movements. The Director-General went on to speak of the outstanding contribution of the Associated Schools Project in propagating the fundamental principles of Unesco's Constitution, which proclaimed that 'since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed'. The Director-General spoke of the essential characteristics of the Associated Schools, which were not a special category of schools operating on the fringe of each country's education system but had been designed to fit in to the existing educational framework. They were schools that included in their curricula and activities various components to foster international understanding, and the responsibility of teachers working in them was to encourage whatever might make for attitudes of mutual understanding, appreciation and respect, in a spirit of justice and fellowship.

18. The Director-General said that the Associated Schools Project had been the subject of a detailed evaluation at a meeting of experts held in Paris in 1980. It had been noted at the meeting that one of the key factors in the success of the Project was the enthusiasm of the teachers and pupils involved in it. That enthusiasm explained in particular the considerable expansion of the Project, which, starting with 33 schools in 15 Member States in 1953, today included 1,723 primary and secondary schools and teacher-training institutions in 85 Member States.

19. However, despite the Project's many achievements so far, the Director-General stressed that a new strategy was required to revitalize it by increasing the number of participating institutions and extending the range of their activities. He expressed the hope that the Congress would find ways and means by which the Associated Schools Project could attain those aims and thus give new impetus to the drawing together, in an open-minded and friendly spirit, of young people belonging to the most diverse peoples and cultures. (The text of this speech is reproduced in Annex III.)

20. At the close of the inaugural ceremony, a group of Bulgarian schoolchildren presented a programme of music and songs - to the great satisfaction of the participants at the Congress, who were very appreciative of the high quality of the children's performance. The Director-General then officially opened the exhibition of designs for an emblem illustrating the Associated Schools Project. The designs in question, prepared by pupils of Associated Schools in forty Member States, were the result of an international competition launched by the Director-General in 1982 with the aim of selecting an emblem that would serve as a symbol for the Associated Schools Project. The Director-General also visited an exhibition, organized by a number of participants at the Christo Botev University Hall of Residence, which dealt with various aspects of the operation and activities of the Project in the countries of the participants concerned.

ITEM 4 OF THE PROGRAMME: THE DEVELOPMENT OF THE ASSOCIATED SCHOOLS PROJECT OVER THE PAST THIRTY YEARS

21. Following the presentation by Mr Kabatchenko (Unesco) of the document entitled 'The development of the Associated Schools Project over the past thirty years: 1953-1983' (document ED-83/CONF. 403/4), five speakers took the floor to describe what had been done in their respective countries to further the Project.

22. Mrs Madeleine Verdière de Vits (Belgium) said that she had played a part in the Associated Schools Project for the last thirty years. She spoke of the preference among Belgian teachers for a form of education that recognized the unity, diversity and complementarity of the world, the equality of men and human rights - the principles underlying the idea of international education. Belgium now had 140 Associated Schools at various levels of the education system from kindergarten to universities. Mrs Verdière de Vits summarized the teaching methods used in Belgium, which were action-oriented and child centred and fostered interpersonal contacts and the investigation of world problems by pupils. At the primary level, moral education was oriented towards the world at large and followed the principles of the 1974 Recommendation, which advocated the full development of the personality in a society where mutual respect and tolerance prevailed.

23. Mrs Verdière de Vits also mentioned the international seminars held in Belgium under the Associated Schools Project, which had fostered exchanges with participants from other countries. She strongly emphasized the need to promote contacts and exchanges of opinion between the young people of different countries as a means of developing tolerance and understanding. She reported an interesting experiment in the form of an 'environmental studies course' launched in collaboration with seven universities in four other countries. She said that the experiment had made an important contribution to international understanding and tolerance.

24. Mrs Verdière de Vits concluded with an assessment of the Associated Schools Project in her country over the last thirty years. She said that, although only a small fraction of young people had so far benefited from the scheme, there were grounds for satisfaction at what had been achieved, which included a change in the attitude of teachers and pupils to international understanding, peace and tolerance. In her view, the Associated Schools Project should be considerably expanded so as to benefit the greatest possible number of young people from all backgrounds, and this expansion should take place during International Youth Year in 1985.

25. Professor Jiro Nagai (Japan), who had also taken part in the Project for the last thirty years, then spoke of experimental activities and scientific evaluation carried out in his country under the Associated Schools Project in the 1950s and 1960s. He also spoke of the use made of the findings to give Japanese education a new direction by incorporating international education in the curricula of primary and secondary schools. Japan regularly organized national seminars for the exchange of information on the activities of Associated Schools. The usefulness of such activities was shown by a change in the attitude and way of thinking of Japanese pupils. Recently introduced teaching methods were based on actual examples drawn from the pupils' immediate environment and gradually extended beyond that horizon.

26. Professor Nagai highlighted the role of the numerous non-governmental associations and Unesco Clubs in promoting education for international understanding and peace. He also spoke of the very strong emphasis placed on international education in recent years in Japan, which had led to a great deal of research on international themes and problems. In his evaluation of the Project in Japan over recent years, he suggested that one of the weaknesses of the Associated Schools was that they catered for only a small number of pupils and that the curricula and methods used were not always those advocated in the 1974 Recommendation and desired by teachers and pupils. He also referred to recent changes in Japanese society and their implications for international education, and expressed the hope that the Associated Schools would adapt their approach to cope with such changes.

27. Mr Muleta Luyanga (Zambia) said that education for international understanding could never achieve its objectives until the differences between the industrialized and the developing countries had been reduced, since such differences were a source of disunity. He considered that the

convening of the Congress was very timely since some Member States were in the process of reviewing their education systems in the light of changes in the world situation. He retraced the development of the Associated Schools in Zambia and said that, thanks to action taken by the Ministry of Education, there had been a significant reinforcement of the Project since 1970. At present, more than twenty-five primary, secondary and teacher-training institutions were involved in it.

28. Mr Luyanga told the participants that the Associated Schools had received considerable support from the Regional Office for Education in Africa (Dakar), the United Nations Information Centre and the Curriculum Development Centre of the Ministry of General Education and Culture. Newsletters had also been circulated to publicize the activities of the Associated Schools.

29. Mr Luyanga also stressed the beneficial effects of seminars, which encouraged a rapid increase in the number of institutions participating in the Project. This had occurred, for example, following the workshop organized in Zambia in 1981, with the co-operation of Unesco, when the number of Associated Schools rose from four to twenty-five. He also emphasized the importance of the financial, human and material assistance that Unesco could provide to the Project and put forward some recommendations on the need: (a) to increase the documentation and teaching materials supplied to the Associated Schools by Unesco and by other Specialized Agencies of the United Nations; (b) for more national and subregional meetings; and (c) for training courses and study tours for teachers in the Associated Schools.

30. Mrs Piroska Heder (Hungary) spoke of the enthusiasm generated in her country by Unesco's initiative in promoting through education the ideals of international understanding, tolerance and peace, human rights and fundamental freedoms and in encouraging co-operation between peoples. Those ideals had been embodied in national education policies for both school and out-of-school activities. Thus, for example, curricula and teaching methods had been changed so as to introduce international education into primary, secondary and higher education and into teacher-training colleges. The support given by the Ministry of Education, the National Commission for Unesco, teachers' associations and other organizations had led to an increase in the number of Associated Schools at all levels of the education system. Pupils had benefited from the various measures taken, which had brought about a positive change in their attitudes, fostered a more balanced development of their personalities and given them a new outlook on world problems. National and international seminars providing opportunities for cultural exchanges and the study of foreign languages had also helped to increase the number of Associated Schools in Hungary. In addition, the organization of regular exhibitions and summer camps and the publication of periodicals and pamphlets had helped to stimulate the activities of the Associated Schools, with the result that prospects for the development of the Project looked brighter.

31. Mrs Vivienne Rivera de Solis (Costa Rica) spoke of a new development in the Associated Schools Project in her country in recent years. Although the movement had started somewhat late, there had been a spectacular growth in its development as a result of the introduction by the authorities of international education material into the education system and as a result of changes in teaching methods. The Associated Schools co-ordinating centre supervised activities and paid regular visits to schools and teachers. At present, there were Associated Schools at the primary, secondary and post-secondary levels and joint activities were being carried out with Unesco Clubs.

32. National seminars and celebrations such as the 'Week for Peace' had led to exchanges of ideas and experience. The activities had been widely publicized through the media. The speaker said that exchanges with other countries in South America were a regular feature and she hoped that Unesco would endeavour to provide additional funds to promote the development of Associated School activities.

33. After these speakers, Mr André Zweyacker, representing the World Federation of Unesco Clubs and Associations, was invited to take the floor. He offered some comments on a document submitted to participants, entitled 'For a greater educational complementarity between the Associated Schools Project and the Unesco Clubs and Associations'. He said that both movements endeavoured to promote the ideals of Unesco with the aim of building a world of peace and justice through international co-operation in the fields of education, science and culture, and both were involved in the attempt to implement Article 26 of the Universal Declaration of Human Rights. There were, however, essential differences between them with regard to their organization, composition, fields of activity, running and the people for whom they catered.

34. Mr Zweyacker said that the Associated Schools Project had been set up in an official school context recognized by national educational authorities and by Unesco itself, and it catered for children of different ages. A feature of the Project was its innovations with regard to curricula and teaching methods, developed as a result of scientific studies and very often officially approved by the relevant national bodies.

35. The Unesco Clubs, on the other hand, were a spontaneous movement that had begun with individual initiatives encouraged by the National Commissions for Unesco of the countries concerned. The movement was an autonomous one and operated according to certain specific rules but, as it was not official, it was free to decide on its own activities. Since Unesco Clubs were made up of volunteers and were directed by democratically elected leaders, their composition was very varied as were their functions and activities. They were sometimes organized in national federations under the auspices of the National

Commission for Unesco and received assistance and support from Unesco. The Associated Schools could be compared to a 'scientific and educational laboratory' for the pursuit of intellectual goals in international education, whereas the Unesco Clubs were closer to 'workshops' where the above-mentioned concepts and ideals were applied in practice.

36. Although some Member States preferred one or other of the movements because of their particular characteristics, many states had adopted both. In recent years, there had been a very marked convergence between the Associated Schools and Unesco Clubs with regard to the study of world problems and related topics. The complexity of global problems in the economic, social and political spheres had led to an increase in the number of what were termed 'world problems' in relation to the four original themes hitherto studied within the Associated Schools system.

37. The influence of the Associated Schools on a growing proportion of the school population could lead to patterns of pupil conduct and behaviour modelled on the ideals of Unesco. Equally, the Unesco Clubs could exert their own influence on society at large through their more flexible, informal and persuasive methods. Unesco Clubs, then, were a key link between the Associated Schools and the community inasmuch as they ensured educational continuity. Thus, teachers and pupils in a given school, while carrying out the specific activities prescribed in the Associated Schools' programme, could undertake other activities, after school hours in Unesco Clubs which, by virtue of their 'open' structure, could involve the community in their practical activities. Many activities involving the joint efforts of Associated Schools and Unesco Clubs could undoubtedly be launched, thereby contributing to the study of world problems, in accordance with the Medium-Term Plan of Unesco (1984-1989).

III

ITEM 5 OF THE PROGRAMME: THE ROLE OF THE ASSOCIATED SCHOOLS PROJECT IN IMPLEMENTING THE 1974 RECOMMENDATION CONCERNING EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS

38. Following the presentation by Mrs E. Khawajkie (Unesco) of the document entitled 'The role of the Associated Schools Project in the implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms' (ED-83/CONF. 403/5), three commissions were set up. On completion of their work, they reported their conclusions to the plenary meeting.

39. Mrs P. Baboukova, First Deputy Minister of Public Education of Bulgaria then spoke. She emphasized the importance attached by the People's Republic of Bulgaria to the Associated Schools Project, an importance which reflected Bulgaria's whole-hearted agreement with the aims of international education and more generally with the goals of Unesco. She stated that education in Bulgaria would take account of the recommendations adopted by the Intergovernmental Conference of April 1983 and of the conclusions of the Congress. She also said that the activities of the Associated Schools had grown considerably since her country had officially joined the Project, the number of schools having increased from one in 1971 to twenty-eight today. Much had also been done in the way of training teachers following the association with the Project of the Cyril and Methodius University at Veliko-Parnovo. Foreign language schools had also joined the Project, and their special characteristics enabled them to attain the objectives of international education more easily. Mrs Baboukova drew attention to the numerous examples of co-operation between the People's Republic of Bulgaria and Unesco, particularly in connection with the Banner of Peace International Assembly, planned and personally organized by Ludmila Zhivkova. She expressed the hope that the Unesco Secretariat would increase its assistance to the Associated Schools Project so as to facilitate exchanges with schools in other countries, and she ended by expressing the Bulgarian Government's satisfaction that the Associated Schools Congress should have been held in Sofia.

40. In the discussion that followed, a number of speakers gave their views on the reports of the three commissions. Two of them expressed reservations concerning the idea of complementarity between the Associated Schools and Unesco Clubs and Associations, the goals and approaches of which were different. That did not, however, exclude the possibility of fruitful co-operation between them based on respect for their separate identities. Another speaker referred to Unesco's Programme and Budget for 1984-1985 in which provision was made for a subvention to the International Federation of Organizations for School Correspondence and Exchanges (FIOCES), inviting it to undertake activities in collaboration with the Associated Schools.

41. The representative of the World Peace Council noted the link between the notions of peace, human rights and disarmament and said that Major Programme XIII of the Draft Programme and Budget for 1984-1985[1] (Peace, International Understanding, Human Rights and the Rights of Peoples), and the recommendations of the Intergovernmental Conference of April 1983, reflected the concerns of NGOs. He hoped that there would be meetings between the NGOs concerned and teachers from the Associated Schools, particularly in connection with the preparation of International Youth Year (1985) and the International Year of Peace (1986). Another speaker emphasized the importance of International Youth Year and proposed that Unesco should promote the preparation of the Year by distributing the necessary information at the earliest possible date. He also proposed that, to mark the occasion, a special theme should be chosen for the Associated Schools. A number of other speakers mentioned the recommendations of the Intergovernmental Conference of April 1983, in particular the recommendation of particular relevance to the development of the activities of the Associated Schools. A number of speakers also proposed amendments to the reports of the three commissions and the amended texts were approved by the Congress in plenary.

A. The Associated Schools Project as a means to reinforce education in accordance with the aims of the 1974 Recommendation (Commission 1)

A practical manual on the Associated Schools Project

42. A number of participants expressed the view that although Unesco had already provided

1. Document 22 C/5 (Unesco).

the materials needed for the Project to function, it ought to publish one or more guides offering information and suggestions to facilitate the launching and subsequent development of the Project in various countries and at the different levels of education, including out-of-school activities. A number of participants described the development of the Associated Schools Project in their particular countries and it emerged from the discussion that the Project operated nationally in a variety of ways and under varying conditions. The participants accordingly felt that the future guide should contain practical examples illustrating the success of the Project in a variety of situations so as to suggest ways in which each country could set about establishing its network and adapting it to its own needs, resources and priorities. Such an approach would be in keeping with the wish of the Director-General, who was concerned that all Member States should play a part in the Associated Schools Project in order to promote education for international understanding and peace, in accordance with the 1974 Recommendation and other normative instruments of Unesco and the United Nations in that field. The participants also suggested that the guide (or guides) should be adapted to the readers for whom it was intended, and stressed the need for useful and practical information for teachers, with particular reference to innovative and effective methods and techniques. One participant suggested that special attention should be paid to the four major themes in the programme of the Associated Schools Project. This proposal, which was endorsed by other speakers, recommended that each theme should be based on the activities undertaken by Unesco and the United Nations in the fields concerned and that the texts of Unesco and United Nations recommendations and declarations, as well as extracts from reports of meetings concerned with world issues and problems, should be included in the teaching topics. Bibliographies of reference material should also be included, together with information on teaching approaches and methods for each theme at the various levels.

In short, the guide (or guides) in question should be clear, concise, informative and instructive. One participant proposed that the guide should take the form of a loose-leaf folder so that each country could add appropriate material to it as it became available.

National co-ordinating body

43. In view of the pilot function of the Associated Schools Project and the multiplier effect it is intended to have on the development of education for international understanding and peace, the participants stressed the importance of setting up a national co-ordinating body in each country. It could have a number of functions, such as:

developing curricula and teaching units for testing in Associated Schools;

developing textbooks and teaching materials for distribution to the institutions taking part in the Project;

co-ordinating the activities of the Associated Schools; and

making recommendations to the educational authorities with a view to the application of successful experiments on a wider scale.

44. The participants were agreed that the co-ordinating body should consist of representatives of the National Commission for Unesco, the Ministry of Education, the Associated Schools, curriculum development centres and other appropriate bodies. To increase the standing of the Project, it was felt to be desirable that the co-ordinating body should be chaired by the Minister of Education or the Chairman of the National Commission for Unesco. It was proposed that, once the national co-ordinating body had been set up, consideration should be given to establishing subregional co-ordinating units throughout the country.

Resources needed for such a body

45. There was general agreement that, although additional financial assistance would be necessary, manpower was the most important factor and that it already existed since it consisted in the main of teachers themselves. In most countries, the Project was voluntary and the teachers decided whether they wanted to take part or not. Recognizing that the principle of voluntary participation should be maintained, the participants suggested that adequate in-service training should be given to teachers. It was also proposed that national authorities and Unesco alike should explore the possibility of increasing the support given to the Project.

Levels at which the Project should operate

46. Participants said that it was for each country to decide the level at which the Project should operate in the first instance, having regard to national circumstances. Some experts pointed to the success of the Project in achieving a multiplier effect when it was applied in teacher-training institutions. A number of other participants reported favourable results in their country following the launching of the Project in primary schools. They suggested that young pupils were more receptive, which was an essential basis for any new activity.

47. Some participants likewise reported the application of the Project in secondary schools, where pupils were found to show great interest in questions of international co-operation, peace, disarmament and human rights and a great desire to learn about other countries and foreign cultures. Whatever the point of departure for the Project, the majority of participants considered that it should be extended to other levels as quickly as possible.

Minimum requirements for taking part in the Project

48. It was stressed that the Associated Schools are pilot institutions for the promotion of international education and that they have an

important role to play despite the fact that international education is an integral part of the general curriculum in many countries. In that connection, more could be asked of the teachers and pupils in Associated Schools, which could experiment with new teaching methods and techniques and could maintain more regular contacts with the local community and with other schools in the country concerned or abroad. It was generally agreed that, while it would be difficult for the Congress to ask more of the Associated Schools, that did not exclude individual countries making their own requests.

49. One speaker mentioned that his country encouraged Associated Schools to undertake the widest possible range of activities in such fields as literature, music, drama, physical education, etc. Another participant said that Associated Schools in his country had been asked to introduce a minimum programme of thirty hours on one of the four main study themes and suggested that Associated Schools should carry out projects centred on community development. In another country, schools had been invited to organize an exhibition displaying the work done during the school year.

Teaching materials for Associated Schools

50. Special attention was paid to teaching materials for Associated Schools. It was generally agreed that such materials should be simple, easily adaptable to local needs from the linguistic standpoint and from that of content, and should be inexpensive and practical. There already existed a large quantity of materials and documents produced by the United Nations, Unesco, other Specialized Agencies, and by various other organizations and institutions. However, it was proposed that a centre should also be set up to collect and catalogue all the materials, which would then be distributed through a network of local and regional centres. Unesco should continue to produce and distribute materials and documents but it was for each Member State to prepare, produce and distribute materials suited to local requirements and adapted to the educational technology available. Some Unesco materials were criticized as being too difficult for the pupils of Associated Schools to assimilate and therefore of little use. It was proposed that particular care should be taken in future when preparing such materials to ensure that they were more appropriate to the various age-groups and educational levels.

51. One of the participants said that his country had recently published a teacher's handbook on peace education in schools with special emphasis on the incorporation of the themes dealt with by Unesco in the regular curriculum. Other countries had also produced interesting manuals and teaching aids and it was proposed that Unesco should organize an international competition for materials for international education, including the different kinds of games played in the various countries. The winning productions could then be published by Unesco in various languages and distributed worldwide or regionally. A loose-leaf publication format would make such materials more adaptable to the needs of individual countries.

National publicity for the achievements of the Associated Schools

52. This question was felt to be of vital importance for the development of the Associated Schools Project and for the promotion of international education throughout national education systems. In many countries, publicity was given in educational and scientific publications (weekly teachers' journals, magazines and research bulletins), newsletters issued by National Commissions for Unesco and pamphlets dealing with specific activities. It was important that adequate information should be made available to teachers in other schools, educationists, etc., which would call for extensive publicizing of achievements. The importance of the mass media in drawing the public's attention to the activities of the Associated Schools was pointed out. One participant cited the publication in his country of a book for children entitled 'I Love Life', which dealt with the problems of international understanding, co-operation and peace.

Incorporating the activities of the Associated Schools into the mainstream of the education system

53. Participants saw this problem as being closely bound up with the education system and the economic and social context of the particular country concerned. Several participants said that international education formed an integral part of the curriculum as a whole and that the 1974 Recommendation was applied at all educational levels. In other countries, the achievements of the Associated Schools had led to improvements in the curricula and to the inclusion in them of the study of contemporary world problems. Although the revision of curricula and textbooks was an essential aspect of international education, it was still a difficult and protracted task. In that connection, participants felt that equal attention should be given to improving the initial and in-service training of teachers, since the role of the teacher was crucial in the educational process.

Collaboration with other organizations

54. The Associated Schools operate in a particular community and should therefore maintain close contacts with it and take account of its needs, priorities and problems. Teachers cannot work effectively without the help of parents and of teachers' organizations, particularly with regard to various out-of-school activities (visits, collection of materials, etc.). Maximum use should be made of such possibilities and some participants reported useful experience in that field. In that connection, the President of the World Organization for Early Childhood Education

(OMEP) told the Congress of the activities organized by his organization concerning international education at pre-primary level. The OMEP co-operated with various national and international organizations and was preparing a questionnaire on peace education for the members of its National Committees. It was hoped that closer co-operation would be instituted between OMEP and the Associated Schools Project.

B. The need for further research and experiment to promote international education (Commission 3.)

Co-operation with research institutions

55. Certain participants felt university-level research might well be too theoretical for the purposes in view, and that research should rather be based on the experience of teachers working in the field concerned. To stimulate thought on the question by research workers, participants advocated exchanges of information on the Associated Schools, detailing not only their successes but also their problems and failures. It was generally recognized that, in order to produce good results and to have a multiplier effect, research should be concentrated in teacher-training institutions and should lead above all to experimental activities. Some kinds of specific research could, however, benefit from the help of university institutions. That did not mean that research should not be carried out in the Associated Schools themselves, which would enable teachers to be actively involved in the development of curricula, teaching methods and materials. Participants considered that the most urgent need for research was in the updating and adaptation of teaching materials. This research could be based on data of universal value, of the kind proposed by Unesco and other agencies of the United Nations system, and could lead to the development of materials adapted to the specific conditions of individual countries.

Incorporating the study of the Project's four main themes[1] into the various school disciplines

56. The participants said that the teaching of the Associated Schools study themes was traditionally too narrowly focused on such disciplines as social studies, history, geography, foreign languages and the natural sciences. An effort should therefore be made to extend the themes to other subjects such as mathematics, physics, chemistry, ethics, arts education, practical work and vocational training. One participant mentioned the possibility of dealing in a physics class with the problems relating to the peaceful use of scientific progress. It was noted, however, that this would be more difficult at university level than at the primary and secondary levels. Another participant said that, in practice, no obstacle was insuperable and that personal commitment and team-work on the part of teachers could facilitate the introduction of the themes concerned into all aspects of the curricula. That demonstrated the importance of generating awareness among teachers, at both the initial and in-service training stage, in order to ensure the success of the Associated Schools.

Research to improve teaching methods

57. It was felt by all participants to be vital, having regard to the objectives of international education, not to reject any of the methods currently employed in the Associated Schools nor to neglect any type of research aimed at improving them.

58. There was general agreement on the fact that socio-affective methods, and problem-centred, active and interdisciplinary approaches, which were useful in all types of schools, could profitably be employed in Associated Schools and should be brought systematically to the attention of teachers.

Evaluation procedures

59. In the view of one participant, while it was possible to evaluate man's knowledge, it was more difficult to evaluate man's self. Evaluation was considered difficult by all participants, whether carried out immediately after or at some distance from the event and whether performed by people from outside or by the teachers directly involved. A number of participants saw the participation of teachers in the evaluation process as particularly desirable, if only to enable them to become aware of their shortcomings or mistakes. Research was no doubt necessary to develop evaluation procedures, but participants were agreed on the need to adopt a practical and realistic approach that took account of the efforts, however modest, already made in that field. In that connection, they thought it particularly desirable to promote the exchange of staff, evaluation procedures and evaluation results between Associated Schools. A number of participants felt that continuous evaluation of the Associated Schools on the basis of planned objectives was the most suitable approach and one that in no way excluded use of the comparative method based on the observation of control schools inside and outside the Associated Schools system.

The role of the Associated Schools in other fields of research covered by Unesco

60. Consideration of this item was made difficult by the lack of information for participants on the whole range of Unesco's activities. Nevertheless, a number of participants proposed areas in which the Associated Schools could serve as laboratories, namely:
culture (study of civilizations, popular arts);
communication (use of the mass media);
the environment (man and his environment, the problem of water).

1. World problems and the role of the United Nations system in seeking solutions to them; human rights; other cultures and countries; man and his environment.

61. Whatever the case, the participants were agreed that, in playing this laboratory role, the Associated Schools should not depart from the fundamental objectives of the Project.

Recommendations arising from the Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, with a view to developing a climate of opinion favourable to the strengthening of security and disarmament (Paris, April 1983)

62. All the recommendations made by this conference were relevant to the Project. However, the participants felt that some could be singled out for implementation through the Associated Schools. The recommendations in question were Nos. 2, 4, 5, 6, 7, 14, 16, 17 and 19 (the text of Recommendation No. 16, which concerns the Associated Schools and Unesco Clubs, is given in Annex IV).

63. The Commission also proposed that the Congress should endorse the Appeal of the President of the Intergovernmental Conference (see document ED/MD/74, Paris, September 1983).

C. Co-operation among Associated Schools including collaboration with Unesco Clubs (Commission III)

Exchanges of information among Associated Schools in the same country

64. The participants stressed the importance of having an Associated Schools newsletter, which should be published more than twice a year. The organization of seminars was likewise necessary since it provided an opportunity for the exchange of information and experience among teachers, the choice of a common theme of work, and the subsequent evaluation of that work. It was also suggested that rotating seminars should be held, which could be attended by observers from establishments that were not part of the Associated Schools Project and by delegates and parents of pupils from the schools concerned. The conclusions of such seminars could be published in a newsletter. The need for a national co-ordinator who would visit the Schools at regular intervals was also seen as vital. The organization of joint exhibitions by all the Associated Schools in a given country would likewise help to strengthen co-operation among them.

65. The participants considered that all the measures proposed to deal with the problem of the exchange of information were of equal importance. One participant, however, thought that most importance should be attached to visits by national co-ordinators to the Associated Schools so that the co-ordinators were subsequently better able to plan the activities of those Schools. One participant suggested that radio programmes for Associated Schools should be broadcast as part of national schools radio programmes.

Communication between Associated Schools in different countries

66. To improve communication between Associated Schools in different countries, it would be desirable for Unesco to give advance publicity to nationally planned activities so that other countries could participate in them. It was suggested that Unesco's publications for the Associated Schools should appear more frequently, that every issue of 'International Understanding at School' should contain teaching materials on themes of interest to the Associated Schools, and that it should report these schools' experiences and suggestions. One participant thought that these periodicals should be produced by Unesco's regional or subregional offices.

67. There was also a call for the preparation of files of teaching materials, which should be translated into national and local languages with government and Unesco assistance.

Strengthening contacts between Associated Schools in different countries

68. The experimental joint projects between different Associated Schools' networks were considered useful, even if the number of schools taking part in them had been limited. Such projects could easily be organized with neighbouring countries on themes of common interest, such as environmental education. Experimental projects could lead to the preparation and publication of joint reports.

69. The majority of the participants recognized the importance of exchanges of correspondence. One speaker urged that all letters should be answered, and an observer from the Union of Esperantists offered the Union's services to facilitate exchanges of correspondence between Associated Schools. Such exchanges were also a way of making the study of foreign countries more rewarding.

70. Teacher exchanges had also proved useful, but they required overall planning. It was also important that every school should maintain regular contact with the Associated Schools in one or more countries. Following the example set by Hungary, Poland and Switzerland, all countries should be encouraged to organize study visits, summer courses and international seminars for teachers. Exchanges of educational materials and teaching aids were another area that offered fruitful possibilities.

The role of the Unesco Regional Offices

71. Continuous co-operation should be established between national co-ordinators and the Unesco Regional Offices for Education. It would be useful if the Associated Schools were to send their material to the documentation centre of the Regional Offices for reference purposes, since such information could subsequently be used in the preparation of a guide. In view of the situation in his region, one participant felt that such

co-operation should be established with the sub-regional offices. It was recommended by one participant that Unesco should appoint in each Office a regional co-ordinator for the Associated Schools. It might also be possible to arrange regional or subregional meetings at the Regional Offices and for their staff to visit the Associated Schools in the region, either as a specific mission or in the course of other missions.

Use of the Associated Schools' emblem

72. It was suggested that the emblem of the Associated Schools should be reproduced in the form of a badge that would be worn by pupils and be placed on plaques over the entrances to Associated Schools. It could also be printed on the notepaper and equipment of these schools or be printed on T-shirts. The emblem could likewise be used in connection with national competitions of all kinds.

73. Another participant proposed that an Associated Schools' anthem should be composed.

Closer co-operation between the Associated Schools and Unesco Clubs

74. The discussion of this item confirmed the trend towards increased co-operation between Associated Schools and Unesco Clubs in Member States. Collaboration occurred as a matter of course where the two programmes existed in the same country and where circumstances allowed.

75. A number of national examples suggested possible lines to follow. In one country, Associated Schools had been established at secondary level, while at the same time, there were student Unesco Associations at university level, and other Unesco Associations composed of adults. In such a case, regular horizontal and vertical co-operation was possible. In another country, Clubs had been set up, centred on the Associated Schools, whose pupils had proved to be the most active members.

76. One participant thought that as an Associated School involved everyone there, whereas Clubs included only a limited number of pupils, that could lead to conflict despite the identity of aims between the two programmes. Another participant expressed reservations about the idea of 'complementarity' between Associated Schools and Unesco Clubs since complementarity could imply a drift towards identity. There was, in fact, a great difference between the way the two programmes operated and between their methods and areas of activity. The hoped-for collaboration between them should be of a very flexible kind so as to preserve the distinctive character of both. It followed that such collaboration should not take the form of a binding obligation either for Member States or for Unesco.

77. However, the majority of participants felt that every Associated School should endeavour to promote the establishment of a Club and that Clubs should reciprocate, which would further the development of both schemes. The provision of written information setting out precisely the characteristics and advantages of the two schemes would make it easier to choose between them, in the light of local conditions.

78. The Secretary-General and one of the representatives of the World Federation of Unesco Clubs and Associations said that the Clubs and Schools should draw together within the framework of Unesco's Medium-Term Plan for 1984-1989, which laid down guidelines for joint activities and suggested possibilities for participation in all the fields covered by the Organization. Participants were offered copies of the Introduction to the Medium-Term Plan, prepared for Unesco Club organizers by the World Federation (available in Arabic, English, French and Spanish) and the Federation stated that it was prepared to help with the publication of the introduction in other languages.

79. Associated Schools and Clubs could co-operate more in training, documentation and exchanges. This would meet the concerns of a number of participants, who expressed the hope that the Associated Schools would be invited to meetings arranged by the Clubs and vice versa, and that joint meetings would be organized.

80. The desire of members of the Clubs for common ventures of a practical nature was stressed, and it was proposed that joint Associated Schools/Clubs projects should be instituted, making use for example of the Unesco Co-operative Action Programme.

81. Co-operation between Unesco, the Associated Schools Project and the Clubs could take its lead from preparations for International Youth Year (1985) with its three themes of Participation, Development and Peace. On that subject, one participant expressed the hope that Unesco, during 1984, would prepare clear and precise documentation on the celebration of International Youth Year and would distribute it to the Associated Schools.

Replacing the word 'Project' by the word 'Network'

82. Two participants thought that it would be better to refer to the Associated Schools as a 'Network' rather than a 'Project'. However, the majority of speakers felt that it was better to preserve the word 'Project', which gave a truer reflection of the work of the Schools.

ROUND-TABLE DISCUSSION: SYNOPSIS OF THE INTERREGIONAL EXPERIMENTAL PROJECT ON THE STUDY OF CONTEMPORARY WORLD PROBLEMS

83. A panel of participants representing countries that had worked on the Interregional Experimental Project on the Study of Contemporary World Problems over the past two years, presented the Project in the plenary meeting. The presentation and ensuing discussion aroused great interest.

34. The panel consisted of:
Mrs Esther de Zaveleta (Argentina);
Mrs Blanca Navas de Iriarte (Colombia);
Mrs Maris Mora Soto (Chile);
Mr Jaroslav Kubrycht (Czechoslovakia);
Mr Hans-Wolf Rissom (Federal Republic of Germany);
Mr D.S. Misra (India);
Mr John Lester Colclough (United Kingdom).

85. The three main themes of the Interregional Experimental Project concerned disarmament, the new international economic order and human rights.

86. In an opening statement, the Unesco Secretariat reported that the Project had been carried out in secondary schools in nine countries (Argentina, Colombia, Chile, Czechoslovakia, Germany (Federal Republic of), India, Philippines, Thailand and United Kingdom) belonging to three regions (Asia, Europe and Latin America). Its main purpose was to discover what methods and specific aids would enable teachers and pupils to examine the world problems in question and to discuss possible solutions to them in the current world situation.

87. The Project came into operation in the middle of 1981 with the following objectives:

(a) to improve the ability of secondary-school teachers to deal with world problems in the teaching of young people;

(b) to increase young people's awareness of world problems;

(c) to provide young people with skills that would be useful in solving such problems;

(d) to develop more effective teaching methods and materials so as to improve the teaching of the three selected themes;

(e) to throw light on the most effective way of studying the three themes in different countries;

(f) to achieve a better understanding of the complexity of world problems and to make it easier to solve them through a better understanding of other peoples' views and positions regarding them.

88. These objectives were examined and a number of experimental activities planned at three regional meetings held in 1981. Modifications were made to these activities in 1982 as they were being carried out in the various countries concerned. Finally, following a series of evaluations made at the beginning of 1983, national reports were produced, followed by a synopsis of Project activities in the nine countries. (See document ED-83/CONF. 403/6.)

89. Following this statement, participants were shown a series of slides, with a commentary, showing the interaction that existed between teachers and pupils and the emphasis placed on experimental methods and materials by the Project.

90. Much of the following meeting was devoted to the presentation of country reports on what had been achieved at each stage of the Project's application. Most of the members of the panel considered the Project to have been well received by parents, pupils and teachers and that the young people involved had been made more aware of world problems by it. However, it had not always been possible to evaluate what the pupils had learned nor changes in their attitudes. The need for appropriate materials had been strongly felt by the schools involved in the Project.

91. Discussion between members of the panel and participants focused on the possibility of launching such a project at other levels of the education system and in other contexts. Certain failures that had come to light when this Project was being implemented seemed to have been compensated in large measure by successes in other respects. Following a lively discussion, there was almost unanimous agreement that Unesco should continue to promote similar activities. A delegation from one of the African countries went so far as to put forward a draft resolution on the subject.

92. At the end of the meeting, one member of the panel summarized the lessons to be learned from the Interregional Experimental Project on the Study of World Problems, and identified the five problems that would need to be examined when similar projects were launched and carried out in the future.

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(a) It was quite clear that the Project, as planned and organized, had aroused great enthusiasm among those involved, even with its shortcomings and failures.

(b) One of the reasons for that success was that the teachers involved had been able to get together to work out a plan of action before the Project was launched and had been able to meet at the end of the Project to evaluate it.

(c) The three themes were of great interest to both teachers and pupils. In the preparation of future projects, it would likewise be desirable that the themes or issues treated should strike a genuine chord in pupils. Themes relating to practical problems seemed to offer the greatest potential for the development of active teaching methods.

(d) Substantial human and material resources were felt to be vital to the successful implementation of the Project. To facilitate the various exchanges and contacts that were a vital part of such a project, the help of local and national authorities, and some assistance from Unesco, was necessary for the co-ordination of activities and for bringing like-minded teachers into contact with one another.

(e) Finally, given the considerable interest aroused by this Project among teachers and pupils alike, there would seem to be a good case for launching similar projects in the future.

ITEM 6 OF THE PROGRAMME: MEDIUM-TERM STRATEGY (1984-1989) TO DEVELOP FURTHER THE ASSOCIATED SCHOOLS PROJECT

93. Discussion of this item began with an introduction by the Secretariat to the reference document entitled 'Elements for a medium-term strategy (1984-1989) to develop further the Associated Schools Project' (ED-83/CONF. 403/7). The attention of the Congress was drawn to the proposals made in this document regarding the main lines of action for each biennium:

1948-1985 biennium: development of activities in schools, expansion of out-of-school activities, and the celebration of International Youth Year (1985);

1986-1987 biennium: increased co-operation with institutions of higher education and media specialists, increased participation in adult education activities, and the celebration of the International Year of Peace (1986);

1988-1989 biennium: collection and widespread circulation of information on the achievements of the two preceding phases.

94. It was suggested that participants should concentrate their attention on the first two years of the period under consideration and should direct their thoughts in the first instance to the application of the 1974 Recommendation and the recommendations of the Intergovernmental Conference of April 1983. Participants were also asked to consider the 1981-1987 Plan for the development of human rights teaching, the phased plan of action for disarmament education, the preparation of International Youth Year (1985) and preparation of the International Year of Peace (1986).

95. Participants were then asked to define, in regional working groups, the detailed shape of the proposed medium-term strategy. Four groups were set up, consisting of participants from Asia, Europe, Latin America and the Caribbean, Africa and the Arab States (the last two regions being combined).

96. The reports of the various working groups will be found in Annex V and are presented below in abridged form.

97. All the reports express the agreement of the groups with the main reference documents of the Congress (1974 Recommendation, the recommendations of the Intergovernmental Conference of April 1983 and the working documents prepared for the Congress) and, in particular, with the strategy elements contained in the document on the item under consideration and the annexed schedule.

98. Securing the participation in the Associated Schools Project of all Member States during the period of the 1984-1989 Plan clearly emerged - in the report of the Asia region no less than in that of Latin America and the Caribbean - as the major objective for that period. The importance of such a step was underlined by the fact that some regions included a great many Member States that did not belong to the Project. That was true of about half the countries of the Asia region, and there was likewise enormous potential in Africa and the Arab countries for the development of the Project. Where the Project was already in operation, there was a need to extend it to other levels and other areas of educational activity.

Preparation of national strategies

99. To promote the preparation of national strategies for the development of the Associated Schools, the Regional Offices for Education should put forward suggestions, via the National Commissions, regarding the various strategies possible, should provide examples of activities linked to those strategies and should propose a programme for those activities covering two-year periods (Latin America and the Caribbean). The Regional Offices should also provide the States of the region with the necessary technical assistance for preparing national strategies and programmes (Asia).

Information and publicity activities

100. All the reports considered that the establishment or extension of the Associated Schools Project in Member States called in the first instance for an effort to inform and alert the relevant authorities, teachers and the public through the systematic use of the mass media, the institution of a national Associated Schools Day and the organization of workshops, seminars, etc. Such activities would help, among other things, to secure the moral and material support of governments and to attract teachers to the Project. The National Commissions could play an important role in that, particularly by collecting,

adapting and circulating information. Discussion of the Associated Schools Project should also be placed on the agendas of the regional conferences of National Commissions so as to persuade them to play their full role in supporting the development of the Project (Asia), and on the agendas of the forthcoming Regional Conference of Ministers of Education (Europe) and any other appropriate meeting.

Co-ordination of activities

101. There was general recognition of the need for national co-ordination of the activities of the Associated Schools so as to increase the Project's efficiency. Such co-ordination was felt to be so necessary that one group (Asia) expressed the view that all countries should set up a co-ordinating body and should draw up a programme of activities on joining the Project. National co-ordination could be organized under the auspices of the National Commission for Unesco (Asia) and could be organized in a decentralized way in a country (Latin America and the Caribbean). Measures were suggested for ensuring better regional co-ordination through the adoption of a regional programme for the development of the Associated Schools (Europe). The same group suggested that co-ordinators from the different countries in the region should meet periodically to take stock of the situation and to decide what was needed for the development of the Project. It was also suggested that regional co-ordination should be the responsibility of a specialist from the Regional Office for Education (Asia).

Training of teachers

102. Among everything that all the regions considered necessary for the development of the Associated Schools, teachers were of vital importance. In addition to teachers being made aware as described above, they had to receive the training necessary to ensure the achievement of the aims of international education, particularly as regards major contemporary problems such as disarmament, human rights, etc. It was, of course, desirable that such training should be provided at the initial teacher-training stage, but in-service training was in any event necessary in order to increase motivation and bring knowledge up to date. This could be done by organizing seminars, workshops, study trips and exchanges within or beyond national boundaries. It would be useful if the Regional Offices for Education and the National Commissions could assist in the organization of such activities. Consideration should be given to the establishment of exchange procedures, particularly between countries with different socio-economic and political systems (Europe).

Expansion of activities and the general adoption of innovations

103. Expansion of activities was envisaged as taking place in two different ways - through the inclusion of the themes of international education in new disciplines such as art education and environmental studies (Europe), or through the introduction of international education into areas of educational activity where it has made little impact hitherto. A case in point was out-of-school activities, where an impact could be made through action relating to community development (Asia) and culture (Latin America and the Caribbean) or through activities carried out in conjunction with Unesco Clubs (Africa, Arab States). More generally, stress was laid on the need for stronger national, subregional and regional co-operation with Unesco Clubs (Latin America and the Caribbean).

104. The application to an entire education system of innovations tested in the Associated Schools was a more difficult task although it was the main justification for the Project. To achieve that result, international education would need to be included on the agenda of every meeting at every level (national, regional, international), where education policy was discussed (Europe). Where the renewal of an education system was being contemplated, as in the case of the Major Project on Education in Latin America and the Caribbean, innovations might be introduced more easily. It should also be noted that the general application of innovations need not concern everything done by the Associated Schools but could be restricted to a number of specific themes, which would be easier to implement (Latin America and the Caribbean).

Research

105. Research might take various forms. It could involve a study of the situation of the Associated Schools in a country, a given region or even all participating countries. The information thus assembled would constitute an extremely valuable compendium of experience. Research could be carried out by a team of specialists appointed by Unesco (Africa) and would further the establishment and/or development of the Project (Europe, Africa and the Arab States, Asia).

106. Mention was also made of research specifically focused on the definition of methods and subject-matter and on the development of teaching materials (Europe, Latin America and the Caribbean). It should be based on specific information and documentation of the most comprehensive kind possible and on regional and international exchanges. It was suggested that the Regional Offices for Education and the National Commissions should assist with this (Asia, Latin America and the Caribbean).

107. This research would be based on information supplied periodically by the States taking part in the Project and could be focused on the following topics: objectives, subject-matter, methods and materials, and evaluation (Europe). However, precise suggestions would also be needed on ways of establishing and strengthening the Project, the procedures and institutions introduced, the difficulties encountered and the steps taken to overcome them (Africa and the Arab States).

108. The need for an effective method of evaluating attitudes and behaviour was highlighted (Europe). One of the results of such study, research and evaluation should be the preparation of guides to improve the quality of the teaching provided (Europe, Asia).

Support for the work of the Project

109. Although the Project was based on the voluntary principle, its establishment and development required moral and political support and resources. It was therefore particularly necessary to alert and inform ministers of education who were responsible for educational policy and curricula so that the Project could be incorporated in overall strategies and schools encouraged to take part in the Project. The inclusion of the Associated Schools Project on the agenda of regional meetings of ministers of education would be an effective way of achieving this (Africa and the Arab States, Europe, Latin America and the Caribbean). However, Member States did not always have sufficient resources, either in terms of staff skills and experience or of funds available. A greater commitment was therefore needed from Unesco and the other United Nations agencies concerned, particularly as regards teaching materials, training and the organization of exchanges.

110. Unesco should produce more suitable teaching materials in greater quantities, particularly handbooks to serve as teaching aids in the disciplines concerned. It would also be desirable for Unesco to encourage, by technical assistance and by financial aid, the local production of such materials. Countries should also be able to receive help from countries with greater experience in this field (Africa and the Arab States, Asia).

111. All the working groups stressed the need for training seminars and meetings for the exchange of information and experience. These seminars should be supported or organized by Unesco and should cater essentially for the teachers and authorities of the Associated Schools and those responsible for developing appropriate methods, subject-matter and materials. Exchange of information and experience would make for better knowledge of the Project and would foster its establishment and development by identifying more effective lines of action and by providing participants with moral support that would sustain their personal commitment. Exchanges of teachers, co-ordinators and pupils of Associated Schools should also be encouraged through courses and study trips, particularly among countries belonging to the same region.

112. There was unanimous agreement that Unesco's support for the Project should, for reasons of efficiency, be channelled through the Regional Offices for Education, which were better placed to launch and monitor regional and subregional operations. The Offices should provide participating States with the necessary assistance in the form of documentation, materials, experts or logistic support for the organization of seminars and exchanges. In Africa, where the number of Associated Schools was very small, the Dakar Regional Office for Education (BREDA) should play an even more important role, and a particular effort should be made to include the continent in the major interregional projects and studies provided for in the Organization's programme (Africa and the Arab States).

Specific themes

113. Action to promote human rights teaching and disarmament education was mentioned in the various reports but was more detailed in the case of Latin America and the Caribbean, which referred to information activities, exchanges of experience, the selection of specific themes for the various levels of study, the training of teachers, the use of interdisciplinary methods, community work, etc. The report of this region also stressed the value of alerting those in charge of the mass media to the need to reduce the amount of violence in their programmes and to highlight the importance of peace and disarmament. One working group (Africa and the Arab States) considered that a fund should be established to promote the peace programme, which should include the preparation of appropriate teaching materials.

Preparation of International Youth Year and the International Year of Peace

114. All the groups wished the Associated Schools Project to participate in the organization of International Youth Year but suggested that it should do so in various ways, e.g. through work camps devoted to a community development project and through a regional work camp expressing mutual solidarity and friendship by participation in the development of a country in the region (Asia); through a national programme launched to mark the occasion (Latin America and the Caribbean); and through the representation of the Associated Schools on the national committees responsible for preparing the Years in question (Africa).

115. To ensure the success of both Years, information had to be prepared at all levels stressing the importance of the themes chosen for the occasion. The activities of Member States ought also to be promoted, following a policy that, where International Youth Year was concerned, could follow the one adopted for the International Year of the Child. In any event, the Associated Schools should undertake activities related to the aims of these celebrations (Latin America and the Caribbean).

Timetable

116. The Asia group was the only one to broach the question of the timetabling of the activities envisaged, which for the most part relate to the 1984-1985 biennium. It thought it desirable that the objectives for the period 1986-1989 should be decided on at a regional meeting to be held in 1985.

VI

VISITS TO ASSOCIATED SCHOOLS

117. Those attending the Congress were able to spend a morning visiting Associated Schools in Sofia, where they met Bulgarian teachers and pupils and talked about their experience.

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CHOICE OF EMBLEM

118. The final meeting of the Congress began with the announcement of the design chosen by the participants to serve as the emblem of the Associated Schools Project. The first vote yielded a short-list of five designs sent in by pupils from Bolivia, Bulgaria, Burundi, the Philippines and Czechoslovakia. Following a second vote, the design submitted by Dario Arcienega Medrano from the 'Escuela Normal Mariscal Sucre', Sucre, Bolivia, was declared the winner (see Annex VI). The national co-ordinator of the Associated Schools of Bolivia, Mrs Rosa Melgar de Ipina, who was attending the Congress, received the warm congratulations of the participants on behalf of the winning pupil. A cable was immediately sent in the name of the Director-General of Unesco to Dario Arcienega Medrano informing him of his success. The participants also proposed that Unesco should invite the winner to visit the Organization's Headquarters as a reward for his valuable contribution to the more ready identification of the Associated Schools Project.

ITEMS 7 AND 8 OF THE PROGRAMME: ADOPTION OF THE FINAL REPORT AND CLOSURE OF THE CONGRESS

119. The President of the Congress asked the Rapporteur, Mr A. Murday, to present the report. A number of participants proposed changes, following which the report was adopted.

120. The President asked the representative of the Director-General, Mr H. Foecke, to take the floor. Mr Foecke began by thanking the Bulgarian hosts for the excellent facilities made available to the Congress and for the warm welcome extended to all participants. He referred to the atmosphere of friendship and understanding that had been a feature of the Congress throughout. Mr Foecke also expressed his gratitude to the President of the Congress for the distinguished way in which he had conducted the debates. He then congratulated the Rapporteur, the officers of the meeting, members of the commissions and all the participants for their active contribution to the success of the proceedings. The representative of the Director-General also referred to the recommendations made with a view to improving the organization, subject-matter and methods of international education. They reflected the needs and wishes of the different regions of the world and would serve as guidelines for the activities of the Associated Schools Project over the years to come. He also mentioned the complementarity, discussed by the Congress, that existed between Associated Schools and Unesco Clubs and expressed the hope that collaboration between the two schemes would be substantially reinforced, although keeping the identity of both.

121. His Excellency Mr Alexander Fol, Minister of Education of the People's Republic of Bulgaria and President of the Congress, then delivered a closing address in which he offered some reflections on the Congress's proceedings. In his view, the Congress had served to produce ideas that were often innovatory and creative and had generated new energies that, rather than ensuring the mere survival of the Associated Schools Project, would provide additional guarantees for its continuation and subsequent development. He expressed his appreciation of the participants' constant concern to direct the discussions towards the development of practical activities so that international education could contribute to the integral development of the personality of the child, of its capacities, skills and knowledge and could also help to ensure that international understanding and peace became an indivisible part of the development of the personality. He further expressed his gratitude to the participants for the spirit of co-operation and mutual understanding they had shown and wished them every success in the achievement of their noble mission.

122. The closing ceremony ended with a reading by Mr Hans-Wolf Rissom, one of the Vice-Presidents of the Congress, of an appeal issued by those attending the Congress. The text of the appeal is to be found at the beginning of this report.

123. A number of participants from various regions of the world then took the floor to thank their Bulgarian hosts and to express their satisfaction at the conduct of the debates and the conclusions reached by the Congress.

ANNEX I/ANNEXE I/ANNEXO I/١ الملحق

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ANNEX II

MESSAGE FROM MR TODOR ZHIVKOV,
PRESIDENT OF THE STATE COUNCIL OF THE PEOPLE'S REPUBLIC OF BULGARIA

Mr Director-General,
Ladies and Gentlemen,
Dear Comrades and Young Friends,

It gives me great pleasure to welcome all of you who are attending the First International Congress of Unesco Associated Schools, and to wish you a successful and fruitful meeting and an enjoyable stay in our country, the People's Republic of Bulgaria. Please accept as well my heartfelt congratulations on the occasion of the thirtieth anniversary of the launching of the Unesco Associated Schools Project.

We are particularly happy that your Congress has been convened here, in our country with its age-old traditions of hospitality, and I should like to express to all of you, to Mr Amadou-Mahtar M'Bow and his colleagues, our thanks for having given us the honour of hosting this high-level meeting. The choice of our country is undoubtedly a further striking manifestation of the active co-operation linking Bulgaria and Unesco.

We have a very high regard for the noble aims that you are pursuing under Unesco's banner in the cause of international understanding, co-operation and peace through education, science and culture.

The concern for peace, friendship and co-operation among peoples is also a concern to foster education, just as the concern for education is equally a concern to promote peace, friendship and co-operation. Today as never before, the role of education in safeguarding and consolidating peace - mankind's most priceless asset - is one of the highest responsibility. That is precisely the reason why we so fully support your excellent work, which we are quite certain will serve to integrate education ever more effectively into the development of the positive processes of international understanding.

Our country, and the Bulgarian Government, value Unesco's work greatly and give their support to, and take an active part in, all the projects and undertakings designed to foster education and culture and the intellectual development of peoples in the cause of international peace and co-operation.

This action is an integral part of our own state policy, which is a policy based on clear, precise and consistent principles. We are against all attempts, under whatsoever pretext, to exacerbate the international situation and to plunge the world back into the grim atmosphere of the 'cold war' years. We are for the development of co-operation in Europe and throughout the world, based on the principles enshrined in the Helsinki Final Act and the United Nations Charter. Today as in the past, there is, we believe, no problem that cannot be solved through negotiation between the countries concerned.

Bulgaria is a country that possesses lengthy experience and long-established traditions in the field of education. One of the most characteristic features of our history, that dates back thirteen centuries, is the vitality of these educational traditions. By preserving and adding to them, and by turning the experience of other countries and peoples to account, we have created an education system under the new social order that meets the needs of every member of our society. Today, all young people are enrolled in some form of secondary education and receive a general education, a vocational training and a broad culture that equips them to realize their full potential in life. Higher education has also flourished.

Our secondary schools and higher educational establishments are not only respositories of knowledge; they are also centres of education which is given in a spirit of creative humanism and of total devotion to the principles of peace and co-operation among peoples.

This policy also finds expression in the 'Banner of Peace' movement, which has enjoyed wide international support and whose highlight was the International Children's Assembly, organized in our country with 'Unity, Creativity, Beauty' as its motto. It gives me particular satisfaction to draw attention to Unesco's support for, and active involvement in, the task of making a practical reality of the idea of the International Children's Assembly.

May your meeting here in Sofia lead to a fruitful exchange of ideas and to decisions and actions that will enable the noble aims you have set yourselves to be attained.

May your pupils remember you with love and gratitude for having taught them to live in peace and understanding and for having nurtured their creative abilities and their resolve to strive for

the happiness and prosperity of their peoples.

I should be most gratified if you took away with you joyful memories of this first meeting under the blue and peaceful skies of Bulgaria.

Allow me to express the hope that each of you may work conscientiously and whole-heartedly to bring about understanding, co-operation and a peaceful future for all mankind.

Sofia, 12 September 1983

ANNEX III

ADDRESS BY MR AMADOU-MAHTAR M'BOW, DIRECTOR-GENERAL OF UNESCO, AT THE OPENING OF THE INTERNATIONAL CONGRESS ORGANIZED ON THE OCCASION OF THE THIRTIETH ANNIVERSARY OF THE ASSOCIATED SCHOOLS PROJECT

Sofia, 12 September 1983

Mr Vice-Chairman of the Council of Ministers,
Your Excellencies,
Ladies and Gentlemen,

It is a great pleasure for me to be in Sofia once again, for the opening of the International Congress organized on the occasion of the thirtieth anniversary of the launching of the Associated Schools Project. I should like, firstly, to express my gratitude to Chairman Todor Zhivkov, to the Government of the People's Republic of Bulgaria, who have so hospitably hosted this Congress and made available to us this magnificent National Palace of Culture, named after the late lamented Ludmila Zhivkova, who showed such interest in Unesco's work and whose outstanding qualities of heart and mind I was able to appreciate throughout our extremely fruitful collaboration.

My thanks are also extended to all our hosts for the warmth of a welcome that reflects the constant interest which they take in the problems of international understanding and co-operation and in the cause of peace. I should also like to congratulate the organizers of this Congress on the excellent arrangements that have been made to enable it to conduct its business.

I am particularly happy to welcome among us here a number of pioneers of international education, and in particular Mrs Madeleine Verdière de Vits and Professor Jiro Nagai who for the past thirty years have worked untiringly, and with exemplary devotion and self-abnegation, to promote the Associated Schools Project.

I am also delighted to note the presence in this hall of representatives of several international non-governmental organizations. Lastly, I extend a cordial greeting to all the participants and observers who have travelled here to attend this Congress.

Mr Chairman,

The United Schools Project corresponds to the fundamental principles defined by Unesco's Constitution. This proclaims that 'since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed'. From this it naturally follows that the Organization's mission is 'to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion'.

It was in order to promote a type of education capable of serving this ideal that the Associated Schools were created in 1953. These schools do not represent a special category of establishments operating on the fringe of each country's educational system. On the contrary, they have been designed to fit into the existing structures, and the instruction they provide is incorporated into the normal curricula. They are, quite simply, schools - primary, secondary and teacher-training establishments - that build into their curricula and activities different components designed to foster international understanding, and that co-operate for this purpose both among themselves and with all those who share the ideals of the Associated Schools Project.

The mission of teachers who work within this system is to encourage in their pupils whatever makes for an awareness of the factors that generate distrust and lack of understanding in the world, and to foster in them the development of attitudes of mutual understanding, appreciation and respect, in a spirit of justice and fellowship.

An evaluation was made of the experience gained within the Associated Schools network at an international meeting of experts that took place in Paris at the end of 1980. That meeting noted the enthusiasm reigning alike among the teachers and their pupils, who all testify to the sense of living together through a highly stimulating experience, and who are imbued with an openness of mind that is common to all those taking part in the Associated Schools Project.

Since the launching of the Project, the network of these schools has continued to expand. In 1953, it consisted of 33 educational establishments located in 15 countries; today, the Project boasts 1,723 primary and secondary schools and teacher-training institutions in 85 Member States.

Since 1974, these schools have possessed an instrument whose importance no longer needs to be stressed, one which prescribes the scope,

objectives and principles of international education. I refer to the recommendation adopted by the General Conference of Unesco at its eighteenth session.

A comprehensive assessment of the application of this Recommendation was undertaken at the Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, with a view to Developing a Climate of Opinion Favourable to the Strengthening of Security and Disarmament, a conference which took place at the Organization's Headquarters in Paris last April.

This Conference unanimously recognized the importance of the role played by the Associated Schools Project in promoting international understanding. It adopted a special recommendation inviting countries that do not yet have institutions taking part in the Project to encourage the establishment and development of Associated Schools and Unesco Clubs and to give them effective support. The Conference also expressed the view that the experimental activities and pilot projects conducted by the institutions taking part in the Associated Schools Project can help Member States to improve educational content, methods and materials.

While the results achieved by the Project are already providing to be broadly positive, it would seem desirable to give it a new impetus for the future. This will involve both increasing the number of institutions that apply educational programmes with an international focus and enriching their activities. A further essential aim must be to strengthen co-operation within the Associated Schools Project, as well as between these schools and all those institutions that have something to contribute to the educational work which they carry out - especially the mass media.

It will be for you, Ladies and Gentlemen, to determine during this Congress the ways and means whereby these aims can be attained. The documentation prepared for you is intended precisely to assist you in this task.

Hence the importance attaching to the conclusions which you will have reached by the end of your work: conclusions that will undoubtedly serve to give a new vitality to an activity whose purpose is to bring closer together, in an open-minded and friendly spirit, young people from the most varied range of peoples and cultures.

Mr Chairman,
Ladies and Gentlemen,

At the preparatory meeting to set up Unesco, held in London in 1945, Mr Clement Attlee, then Prime Minister of the United Kingdom, summed up in the following terms, in his opening address, the hopes of a world that had only just emerged from the nightmare of the Second World War: 'All of us hope to educate our people for the world we want to build. Our watchword is "educate so that the minds of the people shall be attuned to peace".' Almost forty years after, this task is still very much with us. The prejudice and distrust which have so undermined the harmony between men and between peoples are indeed far from having disappeared. They erupt again in men's minds whenever crises occur, crises that they then tend to exacerbate.

If peace and concord between men and between peoples are to be firmly established, prejudices of all kinds and the distrust that they generate must be overcome. To this end, we must, far more vigorously than in the past, bring all our will-power and our energies to bear on the task of safeguarding individual rights and the freedom of peoples, eliminating the sources of inequality, injustice and tension, and inculcating in men a constant openness of mind and responsiveness to others, based on a deep respect for their values and aspirations.

The Associated Schools are in the forefront of the institutions that are working, selflessly and effectively for these objectives. In congratulating them most warmly on the work that they have already accomplished, it is my earnest hope that this Congress will open up new paths which will enable them to pursue even farther their exemplary efforts to bring about understanding, friendship and peace.

RECOMMENDATION ADOPTED BY THE INTERGOVERNMENTAL CONFERENCE ON EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS, WITH A VIEW TO DEVELOPING A CLIMATE OF OPINION FAVOURABLE TO THE STRENGTHENING OF SECURITY AND DISARMAMENT, HELD AT UNESCO HOUSE FROM 12 TO 20 APRIL 1983

Recommendation No. 16

Role of Associated Schools and Unesco Clubs in international education

The Intergovernmental Conference,

Considering that the Associated Schools Project and Unesco Clubs and Associations represent two similar forms of the action for international education,

Stressing the important and complementary role of Associated Schools and Unesco Clubs in fulfilling the Organization's ideals and, in particular, in implementing the principles of the 1974 Recommendation,

Recalling Articles 23, 41 and 44 of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, by which Member States are invited to take advantage of the experience of the Associated Schools,

In view of the growing awareness among teachers and students of the major contemporary world problems and of the need for intensified efforts in the field of education for international understanding, co-operation and peace, human rights, the rights of peoples and fundamental freedoms,

Convinced that the Associated Schools Project constitutes an excellent framework for the practical implementation of the Recommendation at the school level and in teacher-training institutions,

Considering that experimental activities and pilot projects as carried out by the institutions participating in the Project can help Member States in developing educational content, methods and materials,

Considering that long experience testifies to the contribution of the Unesco Clubs to the achievement of the same objectives,

Noting with satisfaction that more than 1,600 schools and teacher-training institutions in more than 80 countries are already associated with Unesco,

Wishing, however, that those countries not yet participating in the Project would consider doing so,

Convinced that the extension of the Associated Schools Project to appropriate institutions of professional training and of higher and adult education as well as close co-operation with Unesco Clubs could strengthen the impact of that Project,

Taking into account the recommendations of the international meeting of experts on the evaluation and development of the Associated Schools Project (Paris, 8-12 September 1980),

Welcoming the forthcoming International Congress of Associated Schools, to be held in Sofia from 12 to 16 September 1983 on the occasion of the thirtieth anniversary of the Associated Schools Project, and hoping that this Congress will be an important event for the renewal and future development of the Project,

Bearing in mind the conclusions of the Second World Congress of Unesco Clubs and Associations (Paris, 1981), and recalling the establishment of the World Federation of Unesco Clubs and Associations,

Considering that international education cannot attain its intended goals without close and sustained collaboration between States, peoples, Unesco and educational institutions,

Recommends that Member States without Associated Schools or Unesco Clubs:

formulate a policy for the development of the Project at the national level;

encourage the establishment and development of Associated Schools and Unesco Clubs and provide them with effective support;

seek out interested and appropriate schools and teacher-training institutions for participation in the Project;

Recommends that Member States with Associated Schools and Unesco Clubs:

encourage the setting up of a national co-ordinating mechanism and provide financial, human and moral support so that it can assume its role effectively;

promote flexible and continuous co-operation and consultation between their National Federations of Unesco Clubs and their appropriate national education authorities;

promote the activities of the Associated Schools by encouraging the establishment of a national network permitting closer communication and co-operation among the participating institutions;

promote the dissemination of the experiences achieved by Associated Schools by means of publications, workshops, mass media, etc.;

encourage the organization of national, regional and international workshops and seminars for Associated Schools' teachers and students;

encourage the organization of joint activities and projects among Unesco Clubs and Associated Schools, especially in the field of co-operation for development;

expand the field of action of the Associated Schools, so that pupils can engage in practical out-of-school activities, studying and proposing solutions to problems of national communities so as to obtain a better insight through such participation into the difficulties involved in understanding and solving international problems;

suggest to the Associated Schools that they organize multi-cultural meetings, in conjunction with Unesco Clubs and youth organizations and in co-ordination with the National Commissions, in order to learn to respect and derive benefit from the diversity of human behaviour, especially in the context of International Youth Year, which is to be celebrated in 1985;

encourage co-operation of Associated Schools with those in other countries, including co-operation between countries with a different social and political system;

facilitate the participation of Associated Schools' teachers and students, as well as representatives of Unesco Clubs in the First International Congress of Associated Schools and other international meetings;

Recommends that the Director-General:

continue and step up his efforts to promote the development of Associated Schools and Unesco Clubs;

foster co-ordination between the Associated Schools Project and Unesco Clubs by all appropriate means;

strengthen and reinforce the Associated Schools Project in order to enable it to contribute effectively to the implementation of the Recommendation;

support co-ordinating of the Project at the regional and international levels;

organize at regular intervals regional, interregional and international meetings and congresses of Associated School and Unesco Club representatives in order to improve communication and co-operation among them;

conduct joint regional and interregional experimental activities and research projects and prepare in co-operation with National Commissions and the national co-ordinators joint publications and teaching materials;

continue to inform Member States, international non-governmental organizations with consultative status and the mass media of Associated School or Unesco Club experiments that have proved their practical worth, by regularly disseminating information about the Associated Schools by means of the newsletter 'International Understanding at School' and other publications and audio-visual material;

pay particular attention to the dissemination of Unesco documentation among Associated Schools and Unesco Clubs, envisaging the possibility of giving the Organization's Regional Offices responsibility for redistributing this documentation in their respective regions, in order to avoid delays.

ANNEX V

REPORTS OF THE REGIONAL WORKING GROUPS

Working group of participants from Africa and the Arab States

Chairman: Mr A. R. Abdel-Aziz (Egypt)
Rapporteur: Mr M. Luyanga (Zambia)

Documents examined by the working group: ED-83/CONF. 403/7 and proposals by the Regional Office for Education in Africa (BREDA).

The discussions highlighted two main problems existing in the region. On the one hand, Associated Schools do not exist in all Member States, and, on the other, those that do exist need to be strengthened. This situation can be explained above all by a lack of information, of co-ordination, of qualified teachers, of adequate documentation and of resources.

A number of steps were advocated in order to remedy this situation.

I. Information

(i) Since educational policies and programmes are the responsibility of the ministries of education, it is important to inform the ministers concerned about the existence, objectives and content of the Associated Schools Project so that it can be incorporated into the country's overall strategies, or individual schools encouraged to join the Project. Accordingly, it is strongly urged that an item concerning the Associated Schools should be placed on the agenda of the next conference of ministers of education.

(ii) A National Day for the Associated Schools Project should be declared. The National Commissions for Unesco have a paramount role to play in circulating information and documentation about the Project. They can best do this by organizing briefing seminars or study courses on Unesco and the Associated Schools Project for teachers working at all levels of education. A co-ordinator should be appointed to plan, encourage and evaluate the Associated Schools programmes. In addition, Unesco should organize subregional seminars/workshops for national co-ordinators.

(iii) Other measures proposed included the launching of public information campaigns by the media, particularly the press, radio and television.

One participant proposed that all those attending the Congress should, on their return, contact their National Commissions and submit articles on the Congress and the Associated Schools Project to the press, and if possible organize radio interviews to make the Project better known.

(iv) Unesco should provide assistance for the organization of information seminars on the Project in order to generate interest and to help teachers to gather all the information that they require before joining it.

II. Teacher training

It was recommended that national seminars should be organized for teachers, lecturers and curriculum specialists, in collaboration with Unesco experts holding posts in the Regional Office. Unesco should encourage the convening of subregional workshops or seminars for teachers and provide an opportunity for studying the Project in other regions where it operates effectively. It would also be beneficial to invite observers from other countries to the national seminars.

III. Documentation

Unesco should produce more materials or update those existing materials specially designed to help countries wishing to join the Project.

Unesco should also encourage the national production of materials relating to the Project by making financial assistance available. Countries that have already gained some experience might communicate it to countries that have not yet joined the Project.

IV. Curriculum content

The teaching of human rights and education for disarmament are regarded as the main topics of study for Associated Schools in Africa, a continent that is the scene of many conflicts. Close collaboration is required with national associations concerned with human rights and peace; the organization of workshops for teachers is also needed.

A fund should be set up to help promote peace-related curricula, including the preparation of appropriate teaching materials.

Participation by the Associated Schools Project in International Youth Year and the International Year of Peace would be greater if representatives of the Associated Schools served on the national committees set up in Member States for those occasions.

V. Other action

An extension of out-of-school activities might be achieved by increased co-operation between Associated Schools and Unesco Clubs. Unesco should also send an evaluation team to various African countries to investigate the reasons why the Associated Schools Project has not become firmly established, and to propose measures to remedy the situation.

VI. Conclusion

The discussions of the Working Group revealed that the Associated Schools Project has considerable development potential in Africa but must contend with numerous difficulties. Unesco should increase its support to the region to help it to attain the level reached in other parts of the world, and should give priority to countries that have not yet joined the Project. This implies more active participation by BREDA in Associated Schools activities, and the inclusion of African countries in the Major Programmes and inter-regional studies.

The representative of SWAPO appealed to Unesco to increase its financial assistance to liberation movements to enable them to train their nationals, who have no opportunity of receiving training in their own countries.

Working group of participants from Europe

Chairman: Mr Kubrycht (Czechoslovakia)
Rapporteur: Mr Colclough (United Kingdom)

The European group engaged in a full, frank and wide-ranging discussion covering many issues of mutual concern. The context for the discussion centred around the Recommendation of the Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, with a View to Developing a Climate of Opinion Favourable to the Strengthening of Security and Disarmament, held in Paris in April 1983. In addition, environmental education and development education were also considered. The role of education in safeguarding peace was particularly stressed.

1. The group felt that there should be a European approach to the training of teachers who will tackle issues of international concern - the so-called European ASPRO Teachers' Workshop Programme (EATWP). For example, in 1985, Czechoslovakia hopes to organize a workshop on the subject of disarmament education. The United States also offered to host a workshop based at the United Nations Headquarters in New York.

2. During 1984-1985, it was suggested that there should be another meeting of the European ASPRO Co-ordinators. A tentative offer was made to host a meeting of this kind in 1984 in the United Kingdom. Meetings of ASPRO Co-ordinators should be held every two years at least and bilateral or multilateral projects drawn up.

3. It was especially noted that 1985 is International Youth Year and 1986 is International Year of Peace and ASPRO schools and institutes will have special parts to play in both of these events.

4. The group felt that much more effort should be made to exchange information, materials and resources between the countries of the region. National newsletters could be exchanged with immediate effect, for example. There is also a need to build up accurate reliable information banks which can be used in ASPRO schools. The group can react to specific events and establish its own lines of communication on matters of mutual concern. The idea of basic information packs was stressed. These would contain essential items of information of common interest.

5. The wish was expressed to set up a particular system to facilitate exchange study visits and initial teacher-training courses, in which teachers and schools can be encouraged to participate. These visits are especially recommended when they can be arranged between different socio-economic and political systems. Many countries already have co-ordinating organizations for this purpose and co-operation with them should be strengthened.

6. The group felt it necessary for Unesco to take stock of where the Project stands now in terms of its development. Countries should be invited to provide regular information on the following points:
goals;
contents;
methods and materials;
evaluation.

This will ensure that experience gained so far will not be lost. It will provide a common basis for development and it will help to facilitate the desire of the Director-General that all Unesco Member States should participate in the Associated Schools Project.

7. The group felt that a European lead should be taken over the whole question of evaluation design and research. What was needed was an effective instrument, especially in the measurement of attitudes and behaviour (the affective domain). It was noted that the problems of reporting are being tackled elsewhere but an evaluation method is surely the preserve of educationists who would undertake the design which could be used throughout the European region.

8. It is abundantly clear that international education (to use its broadest sense) should receive far greater appropriations, both in terms of commitment and finance, from Unesco as well as from other sections of the United Nations system. International education should be a standing item on all the agendas of high-level meetings of ministers and others when they themselves are discussing general matters of educational policy, including

those which relate to curriculum content in the sciences, aesthetic education and in interdisciplinary studies with which Associated Schools are concerned.

Working group of participants from Asia and the Pacific

Chairman: Mr Park (Republic of Korea)
Rapporteurs: Miss Vasudeva (India) and Mr Sumanasekera Banda (Sri Lanka)

The working group examined in detail the elements for a medium-term strategy (1984-1989) to strengthen the Associated Schools Project in the Asia and Pacific region. The group noted that of the thirty odd Member States belonging to the region, only fifteen take part in the Project. It also took note of the recommendations made by the Asian Regional Seminar of Representatives of Associated Schools, held in Seoul, Republic of Korea, in October 1981. When it came to examine document ED-83/CONF. 403/7 prepared by the Unesco Secretariat, the group approved the biennial targets and the main lines of action set out in the strategy.

The group took the view that the Associated Schools Project was operating at different stages of its development in the region, and it was accordingly suggested in the first place that each country should set up a well-planned national co-ordinating body and take appropriate general policy decisions in order to ensure effective implementation of the Project. It was suggested that the main objective of the Six-Year Plan should be to secure the participation of all Member States of the Asia and Pacific region in the Associated Schools Project.

The group proposed that the co-ordinating body should operate under the auspices of the National Commission for Unesco, the Ministry of Education or other appropriate bodies. Member States already taking part in the Project are asked to review the efficiency of its operation and to take measures to improve it.

It was suggested that school and out-of-school activities should be developed in line with the 1974 Unesco Recommendation, and that particular importance should be attached to activities aimed at promoting community development.

Attention was drawn to the next Conference of Ministers of Education of the Asia and Pacific region scheduled for 1984 and to the fact that international education is one of the items on the provisional agenda. The wish was expressed that the Associated Schools Project should be examined under this agenda item.

It was also recalled that the eighth regional conference of National Commissions for Unesco will be held the following year, and that efforts should be made to place the Associated Schools Project on the agenda of that meeting.

It was suggested that the Regional Office for Education in Bangkok should play a more active role in the region to develop the Associated Schools Project. It was considered desirable that one of the experts attached to the Regional Office should be appointed co-ordinator or liaison officer for the Project. In addition, the Documentation Centre at the Bangkok Office should serve as a clearing-house for Associated Schools materials. Member States should also ensure that Associated Schools reports are submitted regularly to the Bangkok Office for circulation within the region, and to Unesco Headquarters for world-wide distribution.

It was proposed that the Bangkok Regional Office should write to all National Commissions in the region to invite them to join the Project. The Office should also send all relevant information on the Project and follow this up with letters and visits by regional experts to the countries concerned. In addition, the Regional Office should make consultant services available to countries at their request.

It was suggested that subregional exchange programmes should be organized on a more systematic basis.

It was proposed that a series of teaching manuals should be prepared for all disciplines. For that purpose, a special working group might suitably be set up to examine the content of school textbooks and to prepare textbooks that might be used as back-up educational materials for each discipline.

With regard to the Plan for Human Rights Teaching, the Associated Schools in the Asian countries are invited to prepare units of instruction on the basis of the Universal Declaration of Human Rights. Educational approaches should include active methods, debates, forums, creative activities, poster competitions, exhibitions, etc. Particular prominence might be given to the study of refugees' rights. The schools are also invited to organize a human rights week in connection with Human Rights Day (10 December).

In connection with International Youth Year (1985), it was recommended that each Associated School in the region should adopt a project to promote community development, or should organize work camps.

As a culmination of the measures taken in each country, it was proposed that a regional work camp should be organized to enable young people in the region to give expression to their sense of fellowship and friendship by taking part in a development project in a particular country.

The above-mentioned activities should be undertaken during the 1984-1985 biennium. Participants were of the view that it was somewhat premature to make specific proposals for the following two biennia as this could be done at a later stage. In this connection, it was proposed that a regional meeting should be held in 1985 to make proposals for the next four years.

Working group of participants from Latin America and the Caribbean

Chairman: Mr Nair (Jamaica)
Rapporteur: Mr Perez Mir (Cuba)

Following an exchange of views on the various points outlined in the annex to document

ED-83/CONF. 403/7, the members of the working group came to the following conclusions:

the Associated Schools Project will have a greater impetus in the region thanks to the recommendations made by the present Congress;

the Associated Schools Project should be extended to cover all educational levels and all Member States;

Associated Schools should be mobilized to support adult education schemes and curriculum reform within the context of the Major Project for education in Latin America and the Caribbean;

out-of-school activities should be intensified to enable Associated Schools to serve as a link between formal and non-formal schemes;

there should be more joint activities by Associated Schools and Unesco Clubs at the national, subregional and regional levels;

a region-wide study should be made of Associated Schools activities, particularly in regard to the promotion of the four main themes;

a committee should be set up in each country to co-ordinate the Associated Schools Project, and regional and subregional machinery should be established for the purpose;

ministries of education should be encouraged to increase their moral and financial support for the Associated Schools Project;

through cultural action, the activities of adults to develop the Associated Schools should be promoted;

the production of tape recordings on the Associated Schools should be encouraged as well as radio programmes and other mass media reports;

authorities in ministries of education should be alerted to the need to introduce the main features of the 1974 Recommendation into their respective curricula;

new experiments should be launched in each country to give effect to the 1974 Recommendation;

activities and the exchange of experience should be encouraged to promote the regional implementation of the 1974 Recommendation (seminars, exchange of information, etc.);

the mass media should be used to promote the objectives of the Recommendation.

Plan for human rights teaching

Ministry of education officials and teachers in the various countries of the region should be encouraged to generate an awareness of human rights in pupils and students;

procedures should be devised for the exchange of information and experience between countries on the teaching of human rights;

a way should be found enabling the study of human rights to be included in the respective curricula of all types and levels of education, and particularly in teacher training;

special topics relating to the study of human rights should be selected so as to ensure that due emphasis is given to them in the timetables of Associated Schools;

appropriate behaviour patterns should be inculcated in pupils through the study of human rights.

Action Plan for Disarmament Education

Instruction on the importance of disarmament should gradually be incorporated into the curriculum;

following consultations with the educational authorities of each country, the importance of disarmament should be adequately reflected in school textbooks;

exhibitions on disarmament should be organized at the different levels of education;

interdisciplinary projects relating to disarmament should be undertaken;

students should be encouraged to work with the community on disarmament-related projects, carrying out interviews, surveys, etc.;

those in charge of the mass media should have impressed upon them the need to scale down the depiction of violence in their programmes and to highlight the importance of peace;

prominence should be given to the importance of disarmament at all levels of education;

the same strategy should be followed for International Youth Year as was followed in the case of the International Year of the Child;

Member States of Unesco should be encouraged to carry out national programmes for the celebration of International Youth Year that correspond to its importance;

information and documentation should be prepared at all levels, duly reflecting the importance of International Youth Year;

young people in all countries should take part in the various activities being carried out to promote international understanding;

activities should be conducted in Associated Schools that are in keeping with the underlying aims of the various forthcoming international years.

ANNEX VI

EMBLEM OF THE ASSOCIATED SCHOOLS PROJECT
CHOSEN BY THOSE ATTENDING THE CONGRESS